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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Where we are in place and time** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  \*Extends patterns both left and right using objects (with 3 objects, using at least two variables colour and shape) | | | | | | **Skills:** | | | | | |
| **Materials:**  Wood blocks and concrete material | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 6** | | | | **Time: 1 block** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:**  Explain the children that they are going to do half groups. Explain that when they hear the music, maraca, etc. they need to change group. | | | | | | | | | | | |
| **Main Activity:**  **Half Group (teacher) Extend patterns – Left side**  The teacher will have ready the beginning of a pattern using different objects with 2 variables (colour and shape), and with the children’s help they will extend the pattern to the right first, then the teacher will ask how can they extend it to the left; if they don’t know the teacher should explain where to start the pattern to extend it to the left. At the end, they should read it all. If there is extra time, the teacher can provide different objects with 2 variables (colour and shape) to do it by themselves.  **Example; the base should have lines written down and the model of the pattern**  **\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_** | | | | | | | | | | | |
| **Tier 1:** Ask these children to do the pattern both sides independently. If they finish soon, provide other material. | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** Practiceextending pattern to the right. | | | | | | | | | | | |
| **Closing:**  . | | | | | | | | | | | |